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feature of these reports is that at the end of each chapter there are very brief and definite recommendations growing out of the facts found by the investigation. One is impressed with the independent and yet judicious character of the report. The recommendations are direct and practical. Some of the more noticeable revelations were that more than one-third of the classes had five or less pupils, and that the average salary paid was more than \$2,000, exceeding Harvard by several hundred dollars. The Appendix contains an interesting body of educational statistics comparing Nevada with other states.

BLACKMORE, S. A. *The Riddles of Hamlet and the Newest Answers*. Boston: Stratford Co. \$2.00.

This book consists of two parts. Part I is practically a series of essays, ten in number, dealing with the various studies connected with the play and its central character. Such subjects as the following are discussed: "Is Hamlet a Positivist?" "Is Hamlet a Pantheist?" "Age of Hamlet," "Real or Assumed Madness of Hamlet," etc. Any scholarly treatment of such time-honored topics is bound to interest the student who is already interested in the problems of this play. But Mr. Blackmore's treatment is designed to interest the lay reader who is interested in the problems chiefly for the light they throw on life in general. He does not neglect the detailed facts relating to the topics discussed, nor thwart the literary purposes of the play, but gives the impression that he is interested in the teachings of the play rather than in the play itself. His chief departure from the customary viewpoint of critics lies in his emphasis on the religious belief of Hamlet. He admits examining the opposing and misleading opinions of celebrated commentators in order to expose their discordance with the religious belief of Hamlet.

Part II takes up the tragedy scene by scene, inserting here and there as headlines catch words and phrases such as the following: "My Cousin and My Son," "Frailty, Thy Name Is Woman," "Mistrusted Love," etc. This device is somewhat unique for keeping the plot before one and for pointing out the main topics for discussion.

The comments make little or no attempt at being textual. The author's purpose is to treat in considerable detail and with considerable completeness the general interpretations most commonly discussed. Some four hundred pages are given to this running comment upon the scenes and incidents in the play itself.

The entire book both in style and content is somewhat popular in its character. It deserves and will find a welcome place in public libraries. It will likewise appeal to special as well as to general students of Shakespeare and might well be included in the libraries of schools offering courses including *Hamlet*.

TERMAN, LEWIS M. *The Measurement of Intelligence*. Boston: Houghton Mifflin Co.

This is an explanation of, and a complete guide for the use of, the Stanford revision and extension of the Binet-Simon intelligence scale. By most care-

fully guarded scientific experiment Binet-Simon tests for thousands of children were graded and their inadequacies recognized and altered. Part I discusses the value of intelligence tests and the significance of intelligence quotients. Part II describes tests for each age from three to fourteen, with additional ones for average adults and superior adults, and gives minute directions for administering, grading, and recording. The instructions and explanations are so simply and clearly given that the book may be used, as the author hopes, for a textbook in normal schools and in teachers' reading circles, since questions of curriculum, retardation, grading, special classes, delinquency, and vocational guidance must be considered by educators on a scientific basis. Published as one of the "Riverside Textbooks in Education" it is considered by the editor as "one of the most significant books, viewed from the standpoint of the future of our educational theory and practice, that has been issued in years."

III. CURRENT EDUCATIONAL PUBLICATIONS RECEIVED IN DECEMBER, 1917

(Detailed discussion of some of the following books will appear later.)

A. GENERAL EDUCATIONAL THEORY AND PRACTICE

- ANDERSON, META L. *Education of Defectives in the Public Schools*. New York: World Book Co., 1917. Pp. 104. \$0.75.
 GALLOWAY, THOMAS WALTON. *The Use of Motives in Teaching Morals and Religion*. Boston: Pilgrim Press, 1917. Pp. 187. \$1.25.

B. PUBLICATIONS OF UNITED STATES BUREAU OF EDUCATION

- CAPEN, S. P., AND STEVENS, E. B. *Report of a Survey of the University of Nevada*. 1917. Pp. 184.
 DEFFENBAUGH, W. S. *Current Practice in City School Administration*. 1917. Pp. 98.
 MACLEAN, GEORGE EDWIN. *Studies in Higher Education in Ireland and Wales*. 1917. Pp. 118.
 ———. *Studies in Higher Education in England and Scotland*. 1917. Pp. 279.
 MONAHAN, A. C., AND COOK, KATHERINE M. *Educational Survey of Wyoming*. 1917. Pp. 120.
Report on the Work of the Bureau of Education for the Natives of Alaska, 1915-16. 1917. Pp. 66.
 SMITH, CHARLES ORCHARD. *Garden Clubs in the Schools of Englewood, New Jersey*. 1917. Pp. 44.